



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2008**

**Grade 8
Reading**

**NECAP 2008 RELEASED ITEMS
GRADE 8 READING**

7.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

❶ An antonym for the word elevate is

- A. take.
- B. throw.
- C. grab.
- D. lower.

7.2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge)

❷ The root *tract* in the words attract and subtract means

- A. pull.
- B. give.
- C. hold.
- D. make.

Photography Informational Text

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 3 In the first paragraph, the word breeze means
- A. a gentle wind.
 - B. something quick and easy.
 - C. an obstacle.
 - D. something fresh and original.

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 4 In paragraph 2, the word critical means
- A. unexpected.
 - B. deserved.
 - C. dangerous.
 - D. important.

Photography Informational Text

7.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 5 The image made by a *camera obscura* was
- A. too small to be useful.
 - B. an imperfect reproduction.
 - C. an upside-down picture.
 - D. too unstable to draw.

7.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inference about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant

- 6 The **main** purpose of the passage is to
- A. question the belief that Daguerre was the inventor of photography.
 - B. provide a brief history of how photography was invented.
 - C. show that France was the center of scientific discovery in the 1700s.
 - D. improve the reader's photographs by explaining how a camera works.

Photography Informational Text

7.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

- 7** Explain how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Use details from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes relevant information from the passage.
3	Response provides an explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes information from the passage.
2	Response provides a partial explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Text features may include the following:

- the two illustrations and captions
- the headings
- italicized words: *camera obscura*, *heliograph*
- words in quotation marks: “chamber of dark,” “photographic,” “light drawing”

SCORE POINT 4

7 Text features are very helpful in understanding the information in the passage, Photography. The title right away tells you what the passage is about. With words in quotation marks, like "chamber of light", and "Sun drawing", the quotation marks tell you that this was what people called it back around the time it was invented. The words in italics are the actual name that we would call them. Pictures are also very helpful in understanding this passage. For example, the picture of the chamber of light is very useful for understanding how artists would have used them to trace the object that they were drawing. Pictures, like the one of the daguerreotype camera can also give you extra information. This is how the text features are useful.

Response provides a thorough explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes relevant information from the passage.

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SCORE POINT 3

7 It helps because it's easy for the eye to catch a bold word, quotation marks, headings, and illustrations in the story. The title **Photography** is in bold because your eye attracts the bigger and bolder colors. Critical is underlined and in a different italics because it's important in the passage. Also camera obscura is a word that you need to find a meaning for it. It means lenses could be used to direct and focus light. It's also a Latin word for "chamber of dark". The illustrations show how actually the camera obscura is used and shows how it worked and how long it takes.

Response provides an explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes information from the passage.

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SCORE POINT 2

⑦ The text features many things to help you read and understand the passage. Bold print helps you find different sections about the topic. The illustrations help you picture the "camera" of that time and how they work.

Response provides a partial explanation of how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Response includes limited information from the passage.

SCORE POINT 1

⑦ The text features are very helpful because they show how the camera worked. This also helped because it give you a different perspective.

Response is vague or minimal.

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SCORE POINT 0

7 Well I think that the back
in the day it was really
hard to take pictures because
of the kind of cameras we
had.

Response is totally incorrect or irrelevant.

Eye to Eye Literary Text

7.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action

- 8 In paragraph 2, what is Turner's first reaction to the sight of the whales?
- A. He thinks they are beautiful.
 - B. He hopes they will stay with the dory.
 - C. He is afraid they will put him and Lizzie in danger.
 - D. He knows that Lizzie will be fascinated by them.

7.6.1 Analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works

- 9 In paragraph 4, the phrase "the mountains and valleys of the sea" describes
- A. the size of the waves.
 - B. the distance the dory is from the rocks.
 - C. the impressiveness of the whales.
 - D. the distance the dory has to travel.

Eye to Eye Literary Text

7.5.3 Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text

- 10 Turner wishes the rocking would never stop because he
- A. feels as if he is riding the whale's back.
 - B. enjoys the experience of moving with the whale.
 - C. fears what will happen when the whale swims away.
 - D. hopes the whale will take the dory away from the rocks.

7.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 11 In paragraph 5, the word swells means
- A. floats.
 - B. waves.
 - C. tides.
 - D. strokes.

Eye to Eye Literary Text

7.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time

- 12** Explain how Turner's attitude toward whales changes throughout the passage. Use relevant information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how Turner's attitude toward whales changes throughout the passage. Response includes relevant information from the passage.
3	Response provides an explanation of how Turner's attitude toward whales changes throughout the passage. Response includes information from the passage.
2	Response provides a partial explanation of how Turner's attitude toward whales changes throughout the passage. Response uses limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Responses may include the following:

A complete response will range across the passage from Turner's experience with all the whales to the specific whale.

Turner's attitude or reaction toward whales changes from the beginning to the end of the passage. He is fearful only at first, but by the end of the passage, he is very interested in the whale and wants to see it more closely. He does see it more clearly and has a profound experience.

12 Turner's attitude towards whales changes a lot throughout the story. At the beginning of the story, Turner is very afraid of the whales, because he thinks that they will flip his dory and that he will be stuck drifting in the freezing water. Then he started to feel calm, almost in a trance because of the sheer might of these whales. When one whale comes up near his dory, he begins to feel a little safer. It starts to rock back and forth and Turner rocks with it, wishing that the moment would never stop. He actually starts to feel safer with the whales near him. Turner quietly slips his oars into the water, actually trying to get the whale to stay with him. That's when Turner finally looks into the whale's eye, and had a burning desire to know what that whale was thinking. Turner's attitude towards whales changes from afraid to comforted during this story.

Response provides a thorough explanation of how Turner's attitude toward whales changes throughout the passage. Response includes relevant information from the passage.

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SCORE POINT 3

12 First Turner thought the whales were harmful. He first saw them and just held on to the boat thinking a whale will attack him. More and more through the story he eased up a little more. He eased up each minute. Once he realized they that they were harmless he started to enjoy them. Finally at the end of the story he stared deeply into the whales eye and saw how wonderful of a creature that whale was.

Response provides an explanation of how Turner's attitude toward whales changes throughout the passage.
Response includes information from the passage.

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SCORE POINT 2

12

At the beginning of the passage Turner was afraid of the whales he thought they were going to ~~over~~ turn his dory. Toward the end of the story he realized that the whales meant no harm after he stared into the whale's eye.

Response provides a partial explanation of how Turner's attitude toward whales changes throughout the passage. Response uses limited information from the passage.

SCORE POINT 1

12

He is kind of scared of them at first but he realized that they are beautiful creatures.

Response is vague or minimal.

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SCORE POINT 0

12 He talks to it so it's more
clear to read and makes more
sence. Also it's very discriptive.

Response is totally incorrect or irrelevant.